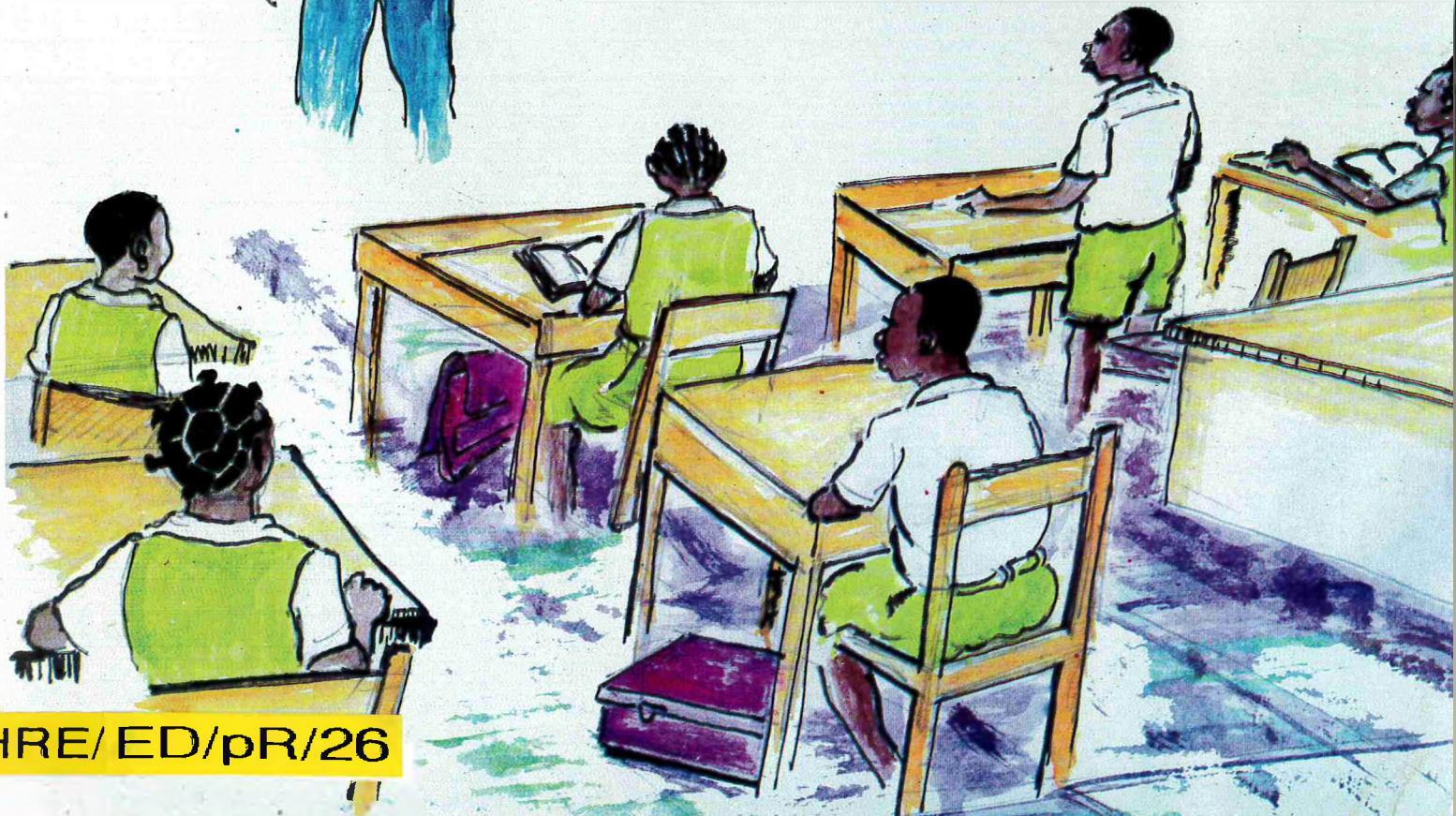




Constitutional
Rights Project



HUMAN RIGHTS EDUCATION MANUAL *For* **PRIMARY SCHOOLS IN NIGERIA**



HRE/ED/pR/26

Human Rights Education Manual

For

Primary Schools in Nigeria

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HRE/EO/PR/26

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INTRODUCTION TO TEACHERS

Human rights education is the cornerstone for building a rights-respecting society in Nigeria. This manual is intended to aid in educating primary school students in Nigeria about human rights, with an emphasis on children's rights. It highlights the rights embodied in three main human rights documents – Convention on the Rights of the Child (CRC), the African Charter on Human and Peoples' Rights, and the Universal Declaration on Human Rights – and suggests ways to explain these rights with young children.

One of the main aims of this book is to encourage young people to learn about human rights and exchange ideas about how rights should be guaranteed. Through the use of dialogue and other classroom activities, children will be more aware of their fundamental rights as well as the means by which to protect these rights. Some of the activities may be more suited for older primary school children, but can be adapted to meet the needs of younger students as well.

The book contains several exercises that can be used in the classroom to teach and discuss human rights. These activities include role plays, discussion topics, and creative projects.*

We hope this book is helpful and informative, and most of all, enjoyable for the children. We also encourage you to come up with your own exercises or variations of those contained in this book.

* Many of these activities have been adopted from existing human rights manuals, including:

Human Rights For All: Education Towards a Rights Culture, by David McQuoid-Mason, Edward L. O'Brien, and Eleanor Greene, A Publication of Lawyers for Human Rights (South Africa) and the National Institute for Citizen Education in the Law (USA), 1991.

Human Rights for Children, by the Human Rights for Children Committee, Amnesty International, 1992.

Siniko: Towards a Human Rights Culture in Africa, A Manual for teaching human rights by Amnesty International, 1997.

Understand the Law, The Citizenship Foundation, 1994.

The Universal Declaration of Human Rights, An Adaptation for Children by Ruth Rocha and Otavio Roth, United Nations Publications, 1989.

Human rights can be defined as the set of freedoms and privileges granted to every human being. These rights help establish respect for the individual and the community, and create the foundation for a just and peaceful world. Human rights are proclaimed in several international documents, including the Universal Declaration of Human Rights, the African Charter on Human and Peoples' Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social, and Cultural Rights.

Basic Elements of Human Rights

- Human rights belong to every human being, and are not given, earned, inherited, or bought. Every human being is born with certain inherent rights.
- Human rights are the same regardless of race, gender, religion, ethnicity, nationality, political affiliation, or social status.
- Human rights cannot be taken away by other individuals or governments. People still have human rights even when the laws of their countries do not recognise them.

MAJOR HUMAN RIGHTS INSTRUMENTS

Universal Declaration of Human Rights

The Universal Declaration was adopted by the UN General Assembly on 10 December 1948. At its adoption, very many UN member countries signed the Declaration. Fundamental human rights are outlined in the Universal Declaration of Human Rights, and form the basis for other international human rights documents.

Summary:

The United Nations General Assembly agrees that respect for and protection of the rights of all human beings is the basis for freedom, justice and peace in the world. Human rights should be protected by law and good relations between countries must be developed. The people of the UN promote the equal rights of men and women, social progress, better standards of life, and a good understanding of the rights in this document.

Convention on the Rights of the Child

The Convention on the Rights of the Child was adopted by the United Nations General Assembly on November 20, 1989.

Summary:

The aim of the Convention is to protect the rights of children in all countries every day. This document was created to serve the best interest of every child, with an understanding of the different cultural, political, and material realities that exist around the globe.

African Charter on Human and Peoples' Rights

The African Charter was adopted by the Organization for African Unity (OAU) in 1981.

Summary:

African States who are members of the Organization of African Unity (OAU) agree that freedom, equality, justice and dignity are the basic elements to achieve the goals of the African peoples; pledge to get rid of all forms of colonialism in Africa and to strive for a better life for the peoples of Africa; stress the importance of their historical tradition and the values of African civilisation and that everyone has responsibilities and duties to society as well as rights; underline the need to pay particular attention to the right to development and the fact that civil and political rights are related to economic, social, and cultural rights; emphasize the rights of peoples as well as of individual human beings; understand their duty to achieve the principles of human and peoples' rights and freedoms contained in international declarations and standards.

1999 Constitution of the Federal Republic of Nigeria

Summary:

The 1999 constitution of the Federal Republic of Nigeria came into force on 29th May 1999. It is the supreme law from which other laws in the country derive their legitimacy. The Fundamental Human Rights are found in chapter 4 of the constitution, and this indicates the importance attached to Human Rights by the constitution. The provision of chapter 4, which are applicable to every individual or person, protects both Nigerian citizens and aliens and can be used as an instrument for upholding and defending Human Rights against the State (government), governmental agencies, and private individuals.

ACTIVITIES TO HELP UNDERSTAND THE BASIC HUMAN RIGHTS INSTRUMENTS

Here are some activities to introduce the basic human rights documents to young children. There are several rights that appear in the Convention on the Rights of the Child, the African Charter on Human and Peoples' Rights, as well as the Universal Declaration. It may be also useful to look at the rights that run across the three human rights documents, in order for children to understand these rights better. Following are some exercises that stress these fundamental rights.

Activity 1: African Children's Needs

Materials Needed:

Simplified Version of the Convention on the Rights of the Child and the African Charter
Blackboard or large pieces of paper and pens

Time: One hour

Instructions:

1. Ask the children to imagine that they have been asked by the Organisation of African Unity (OAU) to make a list of all the things, which all the children in Africa need to be happy and healthy. For example, food, play, air, love...
2. Write up these "needs" as they are suggested without judging them.
3. When there are no more suggestions, ask the class to identify which of their suggestions are really needs, and which are "wants." (For example, biscuits and sweets would be "wants" not "needs"). Try to identify needs which are the same for all.
4. Now show the group the Simplified Version of the African Charter and the Convention on the Rights of the Child. Explain that years ago, a similar list was made by the United Nations, and later it became the Convention. The Convention reminds the world's nations of the needs of the children. For example, Nigeria has adopted this Convention as its law.

5. Ask them to compare their list and the African Charter as well as the Convention on the Rights of the Child.

Questions for discussion:

- Which needs have been identified as rights? Are there any differences between the two lists? Why?
- Why do you think that the United Nations thought it was important to list children's rights?
- Why do you think the Convention is a list of needs, not wants?
- What needs of children are included in the African Charter?
- Do you think all the children in Nigeria and in the world have all these rights? Why not?
- Look at one or two of the rights in the African Charter. What might happen to deny a child these rights?
- What can be done to ensure that children enjoy these rights?

Activity 2: Birth of a New Nation

Materials Needed:

- Blackboard and chalk, or big sheets of paper and pencils

Time: One hour

Instructions:

1. Read the following scenario to the group:

“You are the founder of a new nation where there are no established rules or laws. In order to create the best possible country, you decide to establish a list of rights that every person in your country shall be guaranteed”.

2. Each person should make a list of three rights they think every person in this new country should be granted.

3. Now, ask the children to form small groups to share ideas and discuss which rights are important for every human being and why. They should choose no more than ten (10) rights that you all agree are the most important. Each group should also create a name for their new country.
4. Ask each group to list the 10 rights the group values most on a sheet of paper or on the blackboard so that the other groups can read them and compare the lists.

Questions for discussion:

- Are there rights that every group listed as most important?
- Which rights do only some groups have? Why?
- Can some rights be grouped together under the same heading? If so, how?
- Do any rights on the different lists clash with one another?
- Did your ideas about which rights were most important change during the activity?
- Are there any rights that you would now add to your country's list?
- Do you think the situation in Nigeria influence which rights we think are most important? If so, which rights and how? What rights might people in other countries value more?
- Why do we need to be aware of our rights?

Follow-up Activities:

- Now look at the Simplified Version of the Universal Declaration. How do your lists compare with the international standards? Do you value other rights than what the United Nations countries adopted? If so, why do you think so?
- Also look at the simplified versions of the African Charter on Human and Peoples' Rights and the Convention on the Rights of the Child. Are the rights on your list included in these documents? Are there cultural reasons why some rights are listed in the African Charter but not in the Universal Declaration?

Activity 3: Rights in Print

Materials Needed:

- Recent newspapers
- Sheets of paper and pencils
- Human rights documents (Simplified versions of the Universal Declaration of Human Rights, African Charter on Human and Peoples' Rights, Convention on the Rights of the Child)

Time: 90 minutes

Instructions:

1. Ask one person to read the following message to the group:

“The print media presents examples of human rights cases every day. Sometimes the newspapers report cases where human rights are protected, while other times you can read stories about human rights violations. Let us think about how our society guarantees human rights.”

2. Form small groups and distribute the newspapers so that each group has at least one newspaper. Each group should also have a sheet of paper, a pencil, and a copy of the basic human rights documents.
3. Fold the paper in half length-wise and label the left column: Rights Violated and the right column: Rights Protected.
4. Look in the newspapers for stories that describe situations where rights are violated and protected. Be sure to look at all parts of the newspaper, including the advertisements, classified adverts, and pictures.
5. Using the human rights documents as a guide, list the rights at issue from the newspaper stories on the sheet.

Some examples:

Rights Violated

- Prisoner detained without trial for several years (right to a fair hearing, right to liberty)
- Hostages held by rebel leaders in Sierra Leone (right to life, right to liberty)

Rights Protected

- Advertisement for a gathering of oil companies and oil producing communities (right to assembly or association)
 - Comment by a professor on politicians in Nigeria (right to expression)
6. Now look through the human rights documents and find the article or articles that relate to the stories.
 7. Each group should present one example of their findings to the whole group and explain which specific right(s) from the Universal Declaration or African Charter it illustrates.

Questions for Discussion:

- Was it easy to find examples of rights that are protected and violated? Which was more difficult?
- Were there any stories where rights were both protected and violated?
- Have you ever been in a position where your rights were violated? Or protected?
- Does the print media help in the protection of human rights? If so, how?
- How does the media help in human rights education? How can it be more helpful?

Activity 4: Rights and Duties

Materials Needed:

- Story "The Donkey, the Horse, the Sheep and the Cock" below

Time: One hour

Instructions:

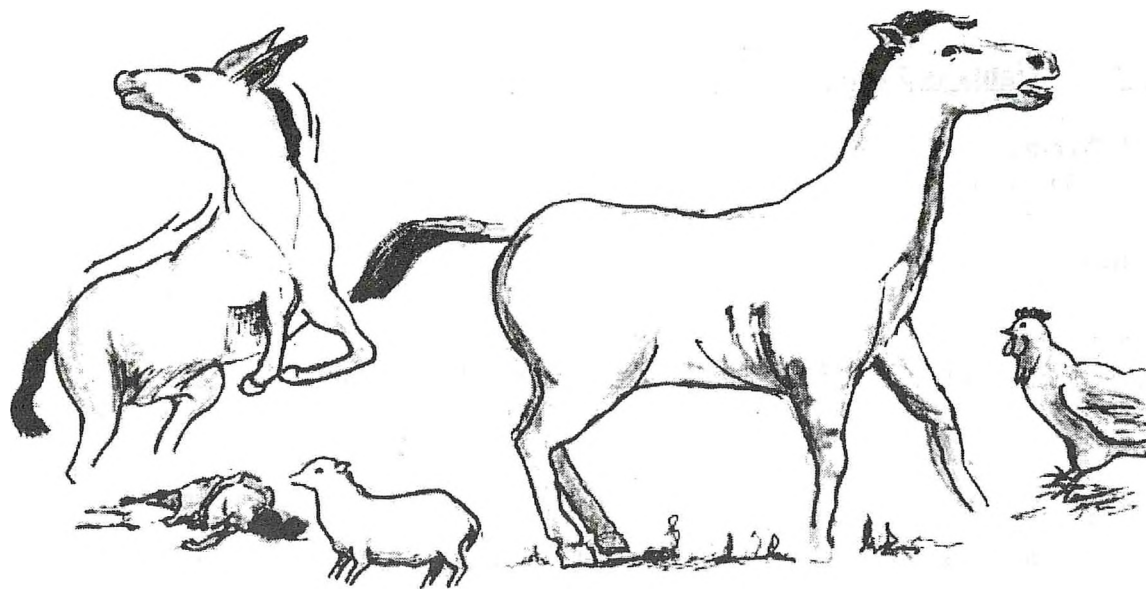
1. Explain that children from all over the world listen to different stories.
2. As one example, read the story below to the children, or ask a few children to read the story aloud.

Questions for discussion:

- What happened to the animals because they didn't tell the donkey to stop jumping and kicking?
- What would you have told the sheep to do?
- What would you have said to the horse?
- Why is it important to take action to prevent the denial of rights?
- What does this story tell you about the relationship between rights and responsibilities?

Follow-up activities:

- Now look at the three human rights documents in the Appendix. Which rights also have responsibilities?
- Ask the children to think of local stories about rights and responsibilities that they heard as they grew up.
- Ask students to create their own stories, showing the importance of rights and duties, perhaps in small groups.



The Donkey, the Horse, the Sheep and the Cock (from Ghana)

The donkey, the horse, the sheep and the cock all lived in a barn owned by a rich man who had only one child. The child liked to visit the barn to play with the animals. One morning the donkey woke up in a bad mood and started jumping and kicking all over the barn. The cock went and asked the sheep to tell the donkey to stop, but the sheep refused, saying it was none of his business and the donkey could do what he liked.

The cock then went to the horse and begged him to talk to the donkey because his actions could lead to trouble for all of them. The horse refused and said that the donkey was old enough to know what he was doing and should take responsibility for his own actions. A little while later, the rich man's child came into the barn to play with the animals. The donkey did not see the child and kicked him on the head. The child fell to the ground unconscious.

The rich man was very angry and shot the donkey. The horse was ridden so hard to the next town to fetch a doctor that when he returned his feet were bleeding and his back raw from the whip.

Fortunately the boy recovered. The rich man was so happy that he threw a party to celebrate his son's recovery. The cock and the sheep were both slaughtered to feed the guests.

Activity 5: Games from Around the World

This activity with games helps children to explore the similarities amongst the children of the world regardless of nationality, gender, or ethnic group. It also introduces children to the idea that they have inherent rights, including the right to play, which are written down in the Convention on the Rights of the Child.

Materials Needed:

- Summary of Rights from the Convention on the Rights of the Child.
- The example games which follow and any other games from countries around the world.

Time: 90 minutes

Instructions:

1. Explain that children all over the world play different, but very interesting games.
2. Introduce games from different countries (if you have a globe or an atlas show them where those countries are). Play the games. There are some ideas given below.
3. Ask the children which game from Nigeria that they would recommend to children all over the world. Play that game.
4. If the children belong to different ethnic groups, ask if they know some games from their own culture which you can play. (But if they do not want to, do not force them.)

Questions for discussion:

- Did you enjoy one game more than the others? Why? What makes a good game?
- Would the new games become more fun if you were used to them?

- All children have the right to play. This right is written down in the Convention on the Rights of the Child. Why do you think play is specially mentioned in this document?
- Would it be possible for you to teach children from another country your games, even if they did not speak your language? How?

Alternate activities:

- This activity can also be done using songs from around the world, or from different parts of your country.
- As a project, children can make a "collection" of games from their families, books, and stories.
- Children could split into two groups. One group shows the others how to play a new game by miming. Then swap.

Example games:

Cover your Ears (Korea)

This game is a favourite of both children and adults. Any number of players can join the fun.

- The players sit in a circle. One player is chosen as the leader, and places both hands over their ears.
- The player to the left of the leader places their right hand over their right ear. The player to their right must place their left hand over their left ear. (In other words, the ears nearest to the leader are covered.)
- The leader removes both hands and points to another player in the circle.
- The new leader puts both hands over their ears. Again, players immediately to the left and right of the leader cover their "near-side" ears. The new leader then points to another player and the game continues as quickly as possible.
- Any player who is slow to cover an ear, or who makes a mistake, is out of the game. The winner is the last player left in the game.

Who is it? (Chile)

This is a game for six to thirty players.

- One child is IT. The players stand in a line behind IT. IT should not see who is behind him/her.
- IT takes nine slow steps forward while the other players quickly change places. One of them takes the place directly behind IT.
- The other players ask IT: "Who is behind you? "
- IT can ask three questions before guessing who it is. For example: "Is it a boy or a girl?", "Is she/ he short or tall?" , "Is she/ he dark or fair?"
- The other players give one-word answers to the questions. IT must then guess who is standing immediately behind.
- If IT guesses correctly, that person remains IT for another turn. If IT guesses incorrectly, another player becomes IT.

Activity 6: Positive Differences

Materials Needed:

- Simplified Version of the Convention of the Rights of the Child

Time: 60 minutes

Instructions:

1. Tell the children the story below, or ask a few students to read the story aloud Then ask the questions which follow.

The Boy with Two Eyes

Way, way out in space there is a planet just like Earth. The people who live on the planet are just like us except for one thing, they only have one eye. But it is a very

special eye. With their one eye, they can see in the dark. They can see far, far away, and they can see straight through walls. Women on this planet have children just like on Earth.

One day a strange child was born. He had two eyes! His mother and father were very upset.

The boy was a happy child. His parents loved him and enjoyed looking after him. But they were worried because he was so unusual. They took him to lots of doctors. The doctors shook their heads and said, "Nothing can be done."

As the child grew up, he had more and more problems. Because he could not see in the dark, he had to carry a light. When he went to school, he could not read as well as other children. His teachers had to give him extra help. He could not see long distances, so he had to have a special telescope. Then he could see the other planets, like everyone else. Sometimes when he walked home from school, he felt very lonely. "Other children see things I can't see," he thought. "I must be able to see things they don't see."

And one exciting day, he discovered he could see something that nobody else could see. He did not see in black and white as everybody else did. He told his parents how he saw things. He took his parents outside and told them about his thrilling discovery. They were amazed! His friends were amazed as well. He told them wonderful stories. He used words they had never heard before...like red and yellow...and orange. He talked about green trees and purple flowers. Everybody wanted to know how he saw things. He told wonderful stories about deep blue seas and waves with foaming white tops. Children loved to hear his stories about amazing dragons. They gasped as he described their skin, their eyes, and their fiery breath.

One day he met a girl. They fell in love. She did not mind that he had two eyes. And then he found that he didn't mind either. He had become very famous. People came from all over the planet to hear him talk. Eventually they had a son. The child was just like the other children on the planet. He had only one eye.

Questions for discussion:

- What do you think it was like to have two eyes on a one-eyed planet?
- What difficulties do you think the boy with two eyes had? Why?
- What other sort of differences in their abilities do people have?
- Would you be "different" if you lived somewhere else on Earth? Why? How would you like to be treated if you were "different"?



2. Look at Article 23 of the Simplified Version of the Convention on the Rights of the Child. What sort of "special care" might disabled children need? If there were a disabled child in your class, what would you do to help?

Follow-up activities:

- Ask the class to imagine that they are going to a country where everyone has one eye. Ask them to write a letter to their new friends telling them how two-eyed people like to be treated.
- Ask the class to re-create the story in another form. For example, as a play or a picture.
- As a project, children could study one particular disability, learning more about how people who have that disability live, what they can and cannot do, what special equipment or help (if any) they need. This is an excellent opportunity for children to meet disabled people and challenge prejudices they might have about disability.

Activity 7: You and Me

This activity with photographs helps to explain how all rights are universal. Everyone has them.

Materials Needed:

- Photographs or other good quality pictures of people from around the world in as many different situations as possible. Calendars, newspapers, and magazines are good sources for these pictures., or ask each child to bring in one picture.
- Simplified Version of the Universal Declaration of Human Rights.

Time: 30 minutes

Instructions:

1. Spread the pictures out on the floor or on a table where everyone can see them.
2. Ask the children to pick out the three pictures as a whole group that they like best. Allow this will take a few moments.
3. Pick up the three chosen pictures. Tidy away all the other pictures so that they do not distract the children.
4. Hold one of the three chosen pictures where everyone can see it. Ask the children the questions following questions to stimulate their imaginations about the picture. Be open to all of the suggestions!

Questions for discussion:

- Where do you think this photograph was taken?
- What do you think is happening?
- What time of day is it?
- Are these people related?
- Are they poor/rich, happy/sad?
- What are they looking at/doing/saying?
- Where are they going? Where have they been?
- Do they know the photographer?

What do they think of her/him?

Activity 8: Role plays

Materials Needed:

- Simplified Versions of the Convention on the Rights of the Child, the African Charter, and the Universal Declaration
- Role play situations below

Time: 90 minutes

Instructions:

1. Ask the group to divide into groups of four or five students and listen to the stories carefully. Read out Role Play One and ask the students to pick out which articles in the human rights documents relate to the situation. Allow five to ten minutes for students to share their ideas about the rights at issue. Follow the same procedure for Role Plays Two and Three. Below is a list of common answers, but students may come up with a longer list.

Likely answers:

Articles related to Role Play One:

- Convention on the Rights of the Child:
- African Charter: Articles two, three, and twelve.
- Universal Declaration: Articles two, six, seven, and thirteen.

Articles related to Role Play Two:

- Convention on the Rights of the Child:
- African Charter: Articles eleven, fifteen, and sixteen.
- Universal Declaration: Articles twenty and twenty-three.

Articles related to Role Play Three:

- Convention on the Rights of the Child:
 - African Charter: Articles nine and eleven.
 - Universal Declaration: Articles nineteen, twenty, and twenty-four.
2. Ask the students to form three groups, and give each of the groups one of the role play situations to act out. Each group should also find a positive end to the situation.
 3. Each group should perform their role play in front of the whole group. After each role play, ask the students:
 - How did they feel about performing the role play?
 - What are other possible endings to the situation?
 - How could this situation where rights are denied be prevented?
 - Can you think of a situation where your rights were violated? What did you do?

Role Play One:

Tayo wants to cross the border into the neighbouring country to visit her sister, who is married to someone from that country. The border officials do not want to let her into the country because they say that she does not have enough money to pay for her stay and transport back.

DEPARTURE →



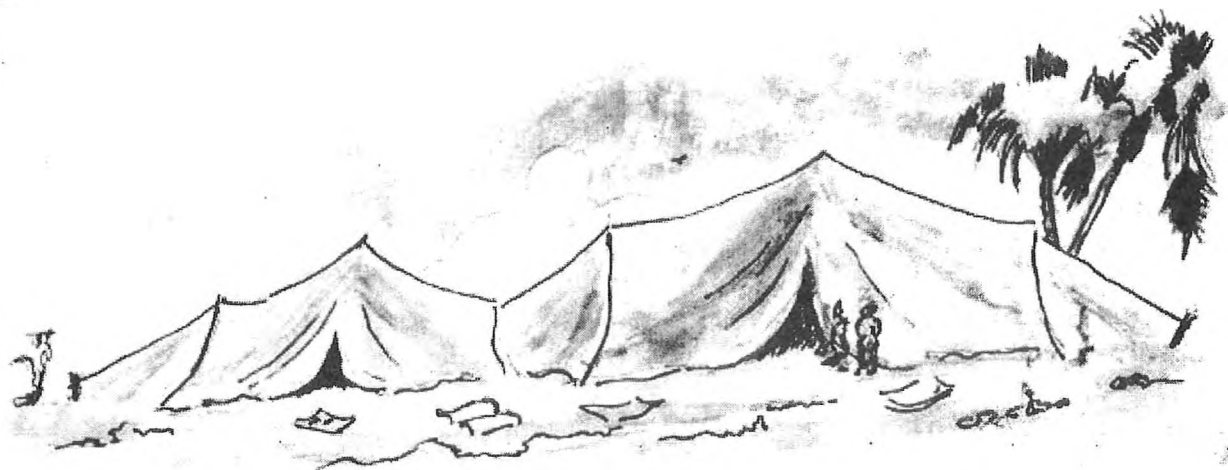
Role Play Two:

Emeka works in front of the computer every day. His eyes begin to hurt from staring at the computer screen. His boss will not buy a special screen to protect his eyes from damage, and Emeka does not have enough money to buy this screen himself. He asks his Union to help him with the cost of the screen. When his boss finds out, Emeka loses his job.

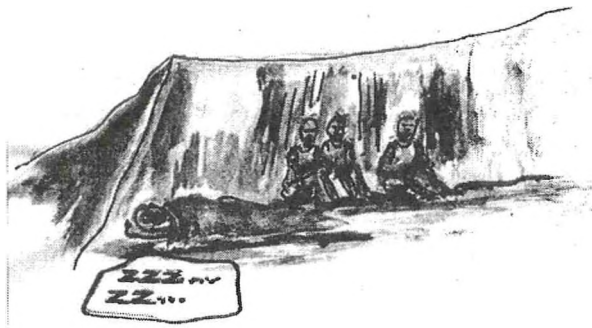


Role Play Three:

Dadi playground, the last playground in town, is going to be made into a shopping complex. Ten people from the neighbourhood protest peacefully in the playground, saying that they need the playground to relax and for their children to play. The Police come and say that they are not allowed to protest and must go home. The people sit down on the ground and do not want to leave, so the Police move them by force.

**Activity 9: Let's Go on a Camping Trip!**

This activity is designed to have students think about the need to respect rules as well as each other. It also asks students to work together in groups to solve problems and reach agreement.



Materials Needed:

- Copy of the situations at the end of this activity, cut up individually
- Simplified Versions of the Convention on the Rights of the Child, African Charter, and the Universal Declaration

Time: 90 minutes

Instructions:

1. Ask the students to form small groups of four or five children.
2. Read the following scene to them:

“You and your friends have decided to take a camping trip to a nearby village. You begin to plan the trip and collect everything you think you need, including one large tent for everyone to sleep in. You make the journey to the village together, and set up the tent in a big clearing. There is a river close by with good water, and you have permission to cut wood and make fires. There is nothing else in the area, no rules, and no adults in charge of the camp. Now it’s time to swim, play, and enjoy the outdoors!

At the end of the first day, you and your friends have some disagreements about how the camp should be run. The group decides to have a meeting to agree on the camp rules.”

3. Ask the children to hold this “meeting” in their groups.
4. After about ten or fifteen minutes, pose the following questions to the whole group:
 - How did you make your decisions?
 - Did anyone in your group disagree with the final set of rules?
 - Did everyone in the group have a equal chance to speak?
5. Now read the following text:

“After your meeting, things run smoothly at the camp for a couple of days. Then, problems arise again which you have to talk about so that they don’t happen again.”

6. If you are able to copy the situations, then place 2 or 3 scenarios face down in the center of each group. Ask the students to pick up one piece of paper and discuss the situation. They should try to reach a decision as to what to do to solve this problem.

If you are unable to copy the scenarios, read them out to the class and ask each group to come up with their own solution.

7. When all of the groups have finished playing the game, go through the situations and ask the whole class what agreements they made. It may take too long to ask each group to report back on each decision, so it's better to discuss in the larger group.

Questions for discussion:

- In this activity, you made rules to protect everyone in the camp. What would happen if you were unable to agree on rules or if everyone ignored the rules?
- Did your group decide to make new rules or change any rules during the game?
- What makes a good rule? What makes a bad rule?
- If we talk now about laws, what makes a good law? Should you always obey laws, even if they are bad? What can be done to change a bad law?
- Sometimes rules are not written, but are understood by most people. For example, religious or moral laws. How should these rules be enforced?
- What happened to people in your group who broke the camp rules? Why did you use this form of punishment? Was this punishment effective?
- What happens if the punishment violates human rights? Should this be allowed?

Follow-up activity:

- Now look at the Simplified Versions of the human rights documents. How can these rights be enforced? What responsibility does each person have to protect these rights?

Situation One:

Someone has to sleep near the door of the tent, which doesn't close properly. By the morning, this person's belongings have usually spilled out of the tent onto the wet grass. He or she complains that his/her belongings will be damaged. What do you do?

Situation Two:

You all agreed at the meeting on the rules of the camp, but one person in your group did not pay attention on what you decided. How do you enforce the rules?

Situation Three:

One person in the group is responsible for putting out the fire after every meal. But in a hurry to swim, the person did not put out the fire properly. Sparks from the fire set fire to a corner of the tent. Another person in the group sees the fire. What do you do?

Situation Four:

One important job in the camp is to collect water, but no one wants to do it. You would much rather go swimming! One person in the group hurts his/her arm and cannot carry water anymore. This means that the rest of the group will have to spend more time carrying water. What do you do?

Situation Five:

One of you in the group snores while you sleep. The others complain that they can't sleep at night. What do you do?

Situation Six:

One person in the group has brought a radio and likes to play music very loudly early in the morning. This makes the others angry. What do you do?

Situation Seven:

Although you all share a tent, you can't decide on how to keep it tidy. Some people in your group like a very neat tent, while others don't mind a mess. What do you agree to do?

Situation Eight:

Someone brought a very nice drum that belongs to his/her father. Another person in the group pokes a hole in the drum and refuses to pay for repairs. What should the group do?

Situation Nine:

A friend of yours joins the group for a couple of days. He or she brings a tent to sleep in, but doesn't want to follow the rules of the camp. What do you do?

Situation Ten:

One of you gets sick and needs to go the hospital immediately. Should some of the people in the group stay behind at the campsite, or do you all pack up your things and leave together? What do you think is the best thing to do?

The Convention on the Rights of the Child was adopted by the United Nations in 1989, and addresses the needs of children around the globe. It is important for young people to understand their rights and spread this knowledge for the betterment of their lives. Following are some exercises to aid in explaining the children's rights, especially those included in the Convention on the Rights of the Child.

Activity 10:
Children's Rights Hunt

This is a great introduction to the Convention on the Rights of the Child. It can also be used to introduce the African Charter, the Universal Declaration of Human Rights, and the Fundamental Rights provisions of the 1999 Constitution of Nigeria.



Materials Needed:

- Simplified Version of the Convention on the Rights of the Child

Time: 30 minutes

Instructions:

1. Either write some articles the Convention on the Rights of the Child on pieces of paper, or photocopy it and cut it.

2. Before the children arrive, hide each article in a different place in the room.
3. When the children arrive, explain that there is something very valuable hidden on pieces of paper around the room. Ask the children to look for the articles. When an article is found, ask the finder to read it out, and to explain it in simple language, or give an example when the article might be relevant. For example, Article Seven of the Convention on the Rights of the Child:

“The right from birth to a name, to acquire a nationality and to know and be cared for by his or her parents”

Can you think of a situation when it might be helpful to know about this right?

4. Ask the finder of each article to keep the piece of paper. That is now “their” article. Later, when the class moves on to other human rights activities, the teacher can then ask students to help when “their” article comes up. Over time, students might be able to develop expert knowledge about the problems and issues surrounding “their” article.

Follow-up Activities:

- Articles in the African Charter, Universal Declaration on Human Rights, or the 1999 Constitution of Nigeria can be used as a substitute for the Convention on the Rights of the Child.
- As a project, children could create a play, poem, poster, or painting explaining “their” one right.
- As an action, children could share the products of this project work with the school, with parents and with the rest of the community. For example, at a school concert on Human Rights Day.

Activity 11: Trust Me

Materials Needed:

- Simplified Version of the Convention on the Rights of the Child

- Blindfolds for half of the children

Time: 45 minutes

Instructions:

1. Ask the children to form pairs and blindfold one child in each pair.
2. The other child in the pair is “leader” and leads their partner around the room.
3. The ‘leaders’ should find a variety of (safe!) experiences for their partners. For example, asking them to identify objects by touch, leaving them alone for a moment, running together on smooth ground. Encourage “leaders” to use their imagination.
4. Ask the pairs to swap roles.
5. After the game, allow time for the class to talk about the game. Use the questions below to start the discussion.

Questions for discussion:

- What was it like to be “blind”/ the leader?
- How did you communicate?
- Did you prefer one role? Why?
- Did you feel responsible when you were the leader?
- Did you trust your leader?
- Why is trust important? (in families, friendships, between countries ...)

Follow-up Activities:

- Pick one of the rights from the Simplified Version of the Convention on the Rights of the Child. How would the world need to cooperate to make sure that this one right was realised for children everywhere? (For example, the right to enough food and clean water would require trust and cooperation by governments, food growers, traders, etc.).
- In an adaptation of this game, one child is a “ship” and the others are “rocks.” The rocks sit on the floor with spaces between them. The ship is blindfolded and must walk from one end of the room (the sea) to the other (the shore) without bumping into a rock. When the ship

comes close to a rock, the seated child makes a noise like waves on a rock to warn the ship to change direction. When the ship reaches the shore, another child becomes the ship.

- As an action, the class could prepare and perform a play for the whole school about a situation where co-operation prevents disaster.

Activity 12: Advertising Our Rights

Materials Needed:

- Simplified Version of the Convention of the Rights on the Child
- Poster-making material: pens, paints, paper

Time: 90 minutes

Instructions:

1. Before the lesson, select groups of rights from the Convention on the Rights of the Child which are related to each other. For example, rights about the child and his/her family.
2. Ask the class to form small groups or pairs.
3. Tell them that in many countries there are TV and radio advertisements for children's rights and also posters.
4. Ask each pair or group to make an advertisement explaining one right or a group of rights from the Convention. It could be a poster, a play, a song or a poem for display. The finished work can be displayed or performed by the children.

Activity 13: We are Family

Materials Needed:

- Summary of Rights from the Convention on the Rights of the Child.
- One blindfold

Time: 30 minutes

Instructions:

1. Ask the children to stand in a circle. Ask one volunteer to be blindfolded.
2. Turn the volunteer around a few times then lead them to another child. By touching the hair, face and clothes the volunteer has to guess who the other child is.
3. Try to ignore children's usual friendship groups for this activity.
4. Continue until all children have had a chance to be in the center of the circle.
5. Now ask the questions listed below as a way to develop the children's awareness of their similarities and differences:
 - Why did we do this exercise?
 - How did you know who it was?
 - What if someone had a different skin colour or different coloured eyes?
 - What if everyone had the same nose, hair, ears?
6. Now ask the group to look at the Summary of Rights from the Convention on the Rights of the Child and discuss the question "Why do we need the same rights when we are so different?"

Alternate activities:

- This activity can also be used for teaching about disability by showing the children how it might feel to be blind.
- As a project, children can "experiment" with other forms of disability and make a book recording how they felt and how they would want to be treated if they were a person with a disability.
- As a variation, use different objects, foods, or smells to show how appearances can be deceptive.

Activity 14: Generations

This interviewing activity aims to help children to relate human rights to their own environment and to show that recognition of human rights is a gradual process.

Materials Needed:

- Summary of the Convention on the Rights of the Child.

Time: Three lessons, spread over several weeks.

Instructions:

1. Explain to the class that human rights documents such as the Convention on the Rights of the Child are fairly new, and that in the past, many of the human rights in the Convention were not available to all children. Explain that in many modern countries, this is still so.
2. With the children, make a short list of local people who might be able to answer the question: "Have the lives of children in our town improved in the last 50 years?" For example, their grandparents.
3. Ask the class to interview some of these people. If possible, ask the children to write to these people to invite them to the school to be interviewed.
4. Remember to ask the interviewees for short accounts of their knowledge about the subject on which they will be questioned. These can be read and discussed by the children before the day of the interview, so that questions can be prepared in advance. When preparing questions, the class should think, "What do we want to learn?" For example, if an interviewee has indicated that they worked as a child instead of going to school, the children could plan to ask about their memories, a particular event, how they felt about it, when it happened, how and why, who was there, and so on.
5. The children should record the answers from the interviews, either in writing or on cassette.
6. After the interviews, ask the class to share their conversations with the class.
7. Compare the interviews with the summary of the Convention on the Rights of the Child.

Questions for discussion:

- Do you think children's rights were respected in the past?
- Which rights were ignored? Why?
- Would you have liked to live at that time?
- Have things gotten better for children? Or worse? Why?

Follow-up activities:

- Use newspapers to discover how the rights of children in other parts of the world are ignored or protected.
- As a project, ask the class to make a play, poems, stories, or artwork comparing children's lives in the past and the present.
- National literature may be a good source for stories about what children's lives were like in the past.
- As an action, children could write a play about the achievement of children's rights and perform it at a local festival.

Activity 15: Lessons of Conflict

There are situations when rights come into conflicts. The following activities encourage children to find alternatives to fighting when rights come into conflict. Everyone must respect the rights of others even when rights come into conflict.

Materials Needed:

- The Summary of Rights from the Convention on the Rights of the Child
- Amin's and Asabe's Story, printed below

Time: 45 minutes

Instructions:

1. Read the story below to the children, or ask a few of the children to read the story aloud.
2. Ask the children to form groups of four and act out the situation. The four roles are: Amin, Asabe, the father, and the mother. They should also decide on an ending to the story.
3. If there is time, ask the students to play out their roles.

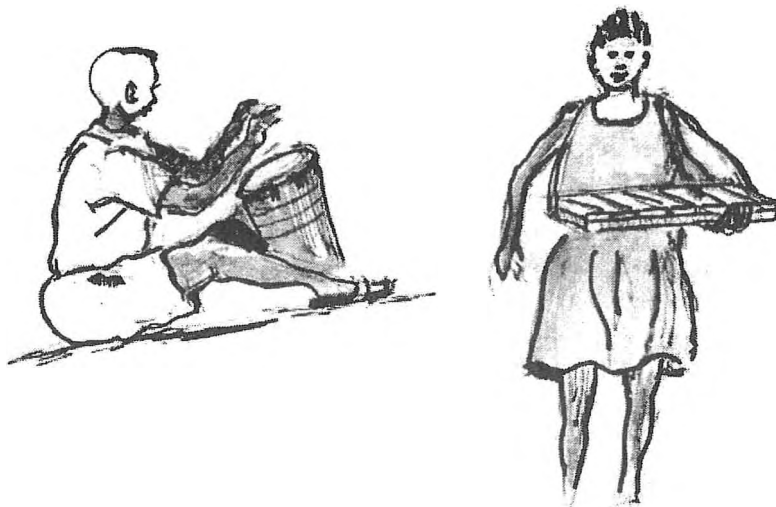
Questions for discussion:

- How did this conflict happen? Why did it happen?
- How did the characters feel?

- Was the end happy?
- How could this conflict have been prevented?
- What other endings could have worked?
- Whose rights were Asabe and Amin ignoring? Which rights? (Refer to the Simplified Version of the Convention on the Rights of the Child, the African Charter, and the Universal Declaration).

Amin and Asabe's Story

Amin and Asabe were good children so their parents bought them each a very nice gift. Amin got a drum, and Asabe got a xylophone, and they both began to play their new instruments. At first, they were both very happy because they had got presents and they could both play at the same time. After a while, they found that they could not concentrate if they were both playing together. Asabe stopped playing and asked Amin if he could stop for a while and let her play. Amin said that it did not bother him if she played and that he did not want to stop. Asabe was so angry that she started to play very loudly and then Amin tried to play even louder. Because they were making such a noise, their parents came into the room.



Activity 16: Children's Rights in the News

Materials Needed:

- Newspapers and other media

Time: This is a project spread over several weeks.

Instructions:

- Find a prominent place where Human Rights News can be displayed and regularly updated. For example, a notice board in a busy corridor or near the entrance.
- Encourage the children to look at newspapers, magazines, and radio for pictures and text which relate to human rights. For example, cartoons might show prejudice and violence, a war report might show how human rights are being violated in other countries, or a domestic news item might mention local rights issue. Encourage them to cut out these news items, or to write a short account of them, if they were on TV. Put these items on the notice board.
- If possible, allow the children themselves to decide what should appear in the Human Rights News. This is an opportunity for them to take responsibility for something themselves.
- It is a good thing to make Human Rights News a short-term project at first, to take advantage of the children's enthusiasm. If it is successful, then consider making it permanent.
- Where possible, balance negative images with positive ones. For example, a story about how different groups in your country are working together.
- Use Human Rights News material as a basis for human rights teaching – with your students also looking for interesting material, the job will be made easier.

APPENDIX

SIMPLIFIED VERSION OF THE UNIVERSAL DECLARATION ON HUMAN RIGHTS

- Article 1.** Every human being is free and has the same rights.
- Article 2.** Every person is equal no matter his/her race, skin colour, religion, gender, language, political or other opinion, nationality, ethnic origin, property, birth, or other status.
- Article 3.** Everyone has the right to live, liberty, and personal safety.
- Article 4.** No one has the right to treat others as a slave.
- Article 5.** No one has the right to torture or hurt another person.
- Article 6.** Every person has the right to be treated equally by the law.
- Article 7.** The law is the same for every person, and should be applied in the same way.
- Article 8.** Everyone has the right to ask for legal help when his/her rights are not respected.
- Article 9.** No one has the right to arrest or detain a person without reason.
- Article 10.** Every person has the right to a fair and public trial.
- Article 11.** Everyone should be considered innocent until proven guilty.
- Article 12.** Every person has the right to privacy, family, home, or mail.
- Article 13.** Everyone has the right to travel inside and outside his/her own country.
- Article 14.** Every person has the right to go to another country and ask for protection if they are being persecuted or in danger of being persecuted.
- Article 15.** Every person has the right to belong to a country and to have a nationality.

Article 16. Every person has the right to marry and have a family.

Article 17. Everyone has the right to own property and material things.

Article 18. Every person is free to hold his/her own beliefs and practice a religion.

Article 19. Each person has the right to say his/her own opinion, and give and receive information.

Article 20. Every person has the right to take part in meeting, and form or join associations in a peaceful way.

Article 21. Every person has the right to choose government officials and take part in government of his/her country.

Article 22. Everyone has the right to social security and to opportunities to develop his/her own skills.

Article 23. Every person has the right to work for a fair wage and in a safe workplace. Everyone has the right to join a trade union.

Article 24. Everyone has the right to rest and leisure.

Article 25. Every person has the right to an adequate standard of living for himself/herself and his/her family, including food, clothing, housing, and medical help if they are ill.

Article 26. Every person has the right to an education, including free primary education.

Article 27. Everyone has the right to take part in his/her community and enjoy cultural life.

Article 28. Every person has the right to the social and international order that is needed for all of these rights to be respected.

Article 29. Everyone must respect the right of others, the community, and public property.

Article 30. No one has the right to take away any of the rights in this declaration.

SIMPLIFIED VERSION OF THE CONVENTION ON THE RIGHTS OF THE CHILD (CRC)⁺

Article 1. Definition of the child

A child is every human being below 18 years of age, unless the national law states that the age of majority is reached earlier.

Article 2. Non-discrimination

All rights are to be enjoyed by every child with no regard to race, colour, gender, language, religion, political or other opinion, nationality, ethnic origin, property, disability, birth, or other status.

Article 3. Best interests of the child

In all actions or decisions about children, the best interests of the child must be the most important factor.

Article 4. Practice of rights

The State must ensure that the rights in this Convention are put in practice, not just in the law.

Article 5. Rights and responsibilities of parents and family

State must respect parents and family on how they choose to raise the child.

Article 6. Life, survival and development

Every child has the right to life and the State must ensure that the child has the ability to survive and grow.

Article 7. Name and nationality

Each child has the right from birth to have a name and a nationality, and as far as possible, to know and be cared for by his or her parents.

Article 8. Keeping one's identity

The State must protect a child's identity and help any child whose identity has been illegally taken away.

⁺ This version was adapted from The Save The Children Fund and UNICEF document, as well as Siniko written by Amnesty International.

Article 9. Non-separation from parents

Every child has the right to live with his/her parents, unless it is not in the best interests of the child. Every child has the right to be in contact with his or her parents, if they are separated.

Article 10. Maintaining the child-parent relationship

A child has the right to leave and enter his/her own country in order to meet his/her parents, if they are living in other countries.

Article 11. Protection from kidnapping

The State shall protect a child who is illegally taken or kept abroad by a parent.

Article 12. Expression of opinion

Every child has the right to say his or her opinion in all matters that affect him/her, and have this opinion taken into account.

Article 13. Freedom of expression and information

Each child has the right to express ideas, and give and receive information in many forms, including art, print, and writing.

Article 14. Freedom of thought, conscience, and religion

The State shall respect the right of every child to have beliefs or practice a religion, under the guidance of a parent.

Article 15. Freedom of association

Every child has the right to meet together with other children, and join and form groups.

Article 16. Privacy

The State shall respect the right of every child to his/her privacy of family, home, and mail.

Article 17. Access to information and media

Every child has the right to access to information and material from many sources. Every child also has right to protection from harmful materials.

Article 18. Parental duties

Both parents have the responsibility of raising a child, and the State shall help by providing child care services and other assistance to the parents.

Article 19. Protection from abuse and neglect

The State must protect every child from any kind of bad treatment, physical and mental, by his/her parents.

Article 20. Alternate care for a child

Every child has the right to protection and care if the child is separated from his/her parents, with due respect for his/her culture.

Article 21. Right to adoption

The State must ensure that adoption is carried out in the best interests of the child.

Article 22. Protection of refugee children

A child who is a refugee has the right to special protection and assistance.

Article 23. Rights of disabled children

Every child, who is disabled, has the right to special care, education, training to help him/her enjoy a full and active life, in conditions which ensure dignity.

Article 24. Health care

Every child has the right to the highest standard of health and medical care, including the right to access preventive health measures.

Article 25. Periodic review

A child who is placed by the State for purposes of care, protection or treatment has the right to have all aspects of this placement reviewed on a regular basis.

Article 26. Social security

Every child has the right to benefit from social security.

Article 27. Standard of living

Every child has the right to adequate living condition for the child's physical, mental, spiritual, and social development.

Article 28. Education

Every child has the right to education, including free primary education and access to secondary and higher education. The State shall also take steps to lower the drop-out rates.

Article 29. Aims of education

Education should encourage the development of a child's personality, talents, and mental and physical abilities. Education should also prepare a child for adult life, and promote respect for human rights and cultural and national values of the child's country and that of others.

Article 30. Rights of minorities

A child who belongs to a minority or indigenous group has the right to enjoy his/her own culture, and to practice his/her own language.

Article 31. Rest and recreation

Every child has the right to rest, to play, and to participate freely in recreational and cultural activities.

Article 32. Protection from forced labor

Every child has the right to protection from harmful forms of work, including work that is harmful to the child's mental and physical health as well as work that might interfere with the child's education.

Article 33. Narcotic Drugs

Every child has the right to protection from the use, sales, or distribution of narcotic drugs.

Article 34. Protection from sexual abuse

The State must protect every child from sexual exploitation and abuse, including prostitution and the use of children in pornographic materials.

Article 35. Kidnapping, sales, and traffic

The State must prevent the kidnapping, sale, or traffic of children for any purpose.

Article 36. All forms of misuse

Every child has the right to protection from all forms of exploitation.

Article 37. Torture or ill treatment

The State must ensure that no child is tortured, treated badly. If imprisoned, no child should be kept with adults, or be sentenced to the death penalty.

Article 38. Armed conflicts

No child below the age of 15 years may take part in armed forces activities.

Article 39. Victims of armed conflicts and torture

Every child who is a victim of armed conflict, torture, neglect, abuse, or exploitation has the right to suitable treatment for his/her physical and mental recovery.

Article 40. Juvenile justice

Every child who is accused or guilty of committing a crime has the right to treatment that is likely to help the child's sense of worth and his/her life in the community.

Article 42. Spread of information

Every child has the right to know about their rights by the State in which he/she lives.

Article 41 and Articles 43 to 54: Practice of rights

These paragraphs describe how the Committee on the Rights of the Child should oversee the proper use of this document.

SUMMARY OF RIGHTS FROM THE CONVENTION ON THE RIGHTS OF THE CHILD

- Children have the right to be with their family or with those who will care for them best.
- Children have the right to enough food and clean water.
- Children have the right to an adequate standard of living.
- Children have the right to health care.
- Disabled children have the right to special care and training.
- Children have the right to play.
- Children have the right to free education.
- Children have the right to be kept safe and not hurt or neglected.
- Children must not be used as cheap workers or as soldiers.
- Children must be allowed to speak their own language and practice their own religion and culture.
- Children have the right to express their own opinions and to meet together and express their views.

SIMPLIFIED VERSION OF THE AFRICAN CHARTER ON HUMAN AND PEOPLES' RIGHTS

- Article 1.** States which belong to the Organization of African Unity (OAU) and which agree to this Charter must agree to the rights, duties and freedoms in the Charter and make these rights into laws.
- Article 2.** Each person has the rights and freedoms in this Charter, no matter what his/her race, ethnic group, colour, sex, language, religion, political opinion, nationality, wealth, birth, or social class.
- Article 3.** Each person is equal before the law and must be protected equally by the law.
- Article 4.** Every human being has the right to respect for his/her life and to personal safety.
- Article 5.** Each person has the right to the respect of the dignity of life. No one is allowed to be exploited or degraded, especially not in the form of slavery, torture, or inhuman punishment or treatment.
- Article 6.** Each person has the right to liberty and to safety. No one's freedom can be unlawfully taken away. In particular, no one may be arrested or detained without a lawful reason.
- Article 7.** Every person has the right to a fair trial within a reasonable time. This includes the right of everyone to be presumed innocent until proved guilty by a proper court or tribunal and the right to a lawyer.
- Article 8.** Everyone is free to hold his/her own beliefs and practise his/her own religion, as long as it is done with respect for others.
- Article 9.** Each person has the right to give and receive information freely, and to express his/her opinion, within the law.
- Article 10.** Every person has the right to belong to any club or organisation, within the law. Each person is allowed to mix freely, as long as he/she follows Article 29.

- Article 11.** All people have the right to meet or assemble freely, as long as they do not break the law or disturb the rights and freedoms of others.
- Article 12.** Every person has the right to move freely within and outside his/her country, within the law. Any person has the right to ask for asylum in other countries, if he/she is persecuted.
- Article 13.** Each person has the right to participate in the government of his/her country. Every citizen has the right to equal access to the country's public service and public property.
- Article 14.** Everyone has the right to own property, except in the case of public need or general interest of the community.
- Article 15.** Every person has the right to work under fair and just conditions, and should receive equal pay for equal work.
- Article 16.** Each person has the right to health and medical care if they are ill.
- Article 17.** Every person has the right to education and cultural life. The State must protect and promote moral and traditional values recognized by the community.
- Article 18.** The family is the natural unit and basis of society. The State must protect and help the family, especially women, children, the aged, and the disabled.
- Article 19.** All groups of people must be treated equal and have the same respect and rights. No group should be allowed to dominate any other group.
- Article 20.** All peoples have the right to live and decide their own future. All peoples have the right to political, social, and economic development. Any peoples who are trying to free themselves from foreign rule have the right to help from other member States.
- Article 21.** All people have the right to their country's natural resources and wealth.
- Article 22.** All peoples have the right to their economic, social and cultural development.
- Article 23.** All people have the right to national and international peace and security.

Article 24. All people have the right to a safe and adequate environment.

Article 25. States must promote and teach respect for the rights and freedoms as well as duties in this Charter.

Article 26. States must ensure that the law courts are independent.

Article 27. Each person has duties toward his/her family and society, the State, other communities, as well as the international community. Each person must practice these rights without disturbing the rights of others.

Article 28. Every person has the duty to respect others, no matter who they are.

Article 29. Everyone had the duty to preserve and respect his/her family, parents, and nation. Each person must protect the security of his/her State and work for national solidarity and independence. Each person must work and pay taxes, and promote positive African values and African unity.

The rest of the Charter describes how the African Commission on Human and Peoples' Rights should be set up and work to protect the rights outlined in the Charter.

THE 1999 CONSTITUTION OF THE FEDERAL REPUBLIC OF NIGERIA

Chapter 4 – Fundamental Rights

Section 33 - The right to life

Section 34 - The right to dignity of the human person

Section 35 - The right to personal liberty

Section 36 - The right to fair hearing

Section 37 - The right to private and family life

Section 38 - The right to freedom of thought, conscience and religion

Section 39 - The right to freedom of expression and the press

Section 40 - The right to peaceful assembly and association

Section 41 - The right to freedom of movement

Section 42 - The right to freedom from discrimination

Section 43 - The right to acquire and own immovable property anywhere in Nigeria

Section 44 - The right to freedom from compulsory acquisition of property